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ABSTRACT

Intended for those interested in building a collaborative system of services for young children and their families, this guide describes models used in developing Oregon's coordinated Head Start and early child care programs. Chapter 1, "Introduction and Overview," sets out the goals of the Oregon Child Care/Head Start Collaboration Work Group. Chapter 2, "Historical Overview," outlines how, since August 1993, Head Start and child care officials in Oregon have met and worked to create a collaborative partnership at the state and local levels, leading to a conference set for November 1996. Chapter 3, "Oregon's Childhood Care and Education System," describes the key components of Oregon's vision of a collaborative childhood care and education system. Services provided in this system include parent involvement; family support; child care and education; and health, nutrition, social, and mental health services. Components also include equal access, equitable compensation, qualified staff, quality assurance, quality programs, combination of funding, and parent partnerships. Chapter 4, "Models of Collaboration," presents two types of models for collaboration: (1) "Head Start/Prekindergarten Child Care Service Delivery Models" describes and analyses six models used in Oregon to develop full year/day Head Start Child Care for possible replication within Oregon and the nation--these models are examples of service delivery that builds on existing community resources; and (2) "Early Head Start/Child Care" describes three model programs for infants and toddlers. Chapter 5, "Forming a Child Care/Head Start Work Group in Your Community," describes how to form a work group of representatives from Head Start and child care programs to overcome barriers to collaboration; this chapter includes suggested facilitator's agendas for community meetings. Chapter 6, "Tools and Resources," consists of various worksheets, forms, plans, organizational charts, and lists of agency officials and resource persons relevant to developing collaborative programs. (TM)

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Cooperation, Coordination and Collaboration

A guide for Child Care and Head Start Programs

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Child care and education:
Building a system that empowers families and nurtures children through high quality, diverse, and comprehensive services."

–State Child Care/Head Start Work Group
January 1995

Cooperation, Coordination and Collaboration

A guide for Child Care and Head Start Programs

Prepared by
State Child Care/Head Start Work Group
Salem, Oregon
September 1995

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and state and federal collaborative partners.

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1. INTRODUCTION AND OVERVIEW

This planning guide is the result of a cooperative effort on the part of individuals interested in building a coordinated, quality system of services for young children and their families in Oregon. Working together over a period of eighteen months, the participants in the Child Care/Head Start Work Group have developed a vision and identified the key components of a system that works well for children and families in Oregon.

It is time to take our work to the community, to share the vision and engage others in our work. We hope you will choose to join us in creating something that doesn't currently exist. We have accomplished a great deal in recent years in Oregon and many challenges lie ahead. We believe that we will all be called upon to imagine and create new ways of operating and that we can only do that if we work together.

We invite you to reach across lines that may have separated you in the past to work together on a common vision of a culture that truly supports and values young children and their parents. Our planning guide is intended to show you how we proceeded, not to dictate how you will. We hope it is helpful and we look forward to your feedback.

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2. HISTORICAL OVERVIEW

- State Child Care/Head Start Work Group
- A Historical Perspective of State and National Events

STATE CHILD CARE/HEAD START WORK GROUP

PURPOSE

To facilitate local, regional, and state collaborations between child care and Head Start/ Prekindergarten programs in order to build toward a vision of Oregon's Childhood Care and Education System as developed by the Child Care/Head Start Collaboration Work Group (developed 1-19-95.)

HISTORY

August 30, 1993

Letter was sent to invited participants from Karen Gorton, Chair, OCCR&R Network; Dell Ford, Specialist, ODE Head Start Collaboration Project; and Janis Elliot, Child Care Coordinator, Employment Dept. Child Care Division:

> *"We have invited a group of individuals who have experience and expertise in Head Start and in child care . . . . We are looking forward to an in-depth and candid discussion as to where we are in the development of effective partnerships between Head Start and the child care community at the state and local levels."*

October 20, 1993

Janis and Dell presented a historical overview and purpose of Head Start and Child Care.

Discussion on the advantages and challenges of developing partnerships between Head Start and Child Care generated the following topics: (1) Funding Issues, (2) Collaboration of Existing Funding Sources, (3) Regulation, (4) Full Cost of Quality, (5) Vision, (6) System Development (collaboration), (7) Staffing Issues, (8) Advocacy.

December 16, 1993

Participants divided into eight interest areas and provided input in the following areas: (1) What is currently going on? (2) Who is involved? (3) Who should be involved? (4) Need for strengthening or expanding an area.

Participants identified the need to develop a vision for the "Childhood Care and Education System" as our next step.

Discussed expanding the group by special invitation and paying for child care and substitutes as needed.

More discussion about the lack of consistent standards and regulations as a barrier to collaboration took place.

March 17, 1994

Had presentations on quality standards that are currently in place: Head Start Performance Standards, NAEYC Accreditation, and NAFCC Accreditation.

Identified characteristics of an "Optimal Childhood Care and Education System:" (1) Quality Programming, (2) Equal Access, (3) Compensation, (4) Regulations and Standards, (5) Competent Staff, (6) Comprehensive Services to Families, (7) Parent Involvement. A guiding principle for each category was developed.

Discussed confusion about our goal: How does this relate to Child Care/Head Start collaboration?

Discussed our disagreement about the guiding principle for Regulations and Standards.

Decided our next meeting will focus on Standards and Regulations and future meetings will focus on the four questions:

> How do existing regulations and standards interface with one another?
>
> How broad is our focus (ages 0-4, school age)?
>
> What does "Childhood Care and Education" mean? Is there a difference between "care" and "education?"
>
> How do we fit into the larger infrastructure of public school, Children and Family Commissions, Oregon Child Care Commission, and other structures that effect the well-being of families?

May 25, 1994

Articles on regulations and standards were sent with the minutes.

Gained input on grant opportunity: "Child Care and Education: Forging the Link"- co-sponsored by the national Child Care Action Campaign and Council of Chief State School Officers.

Panel presentations on Child Care and Head Start were provided.

Divided into five groups to develop a guiding principle for regulations and standards.

August 18, 1994

Announcement was made that Oregon and Ohio were the two states to receive the "Child Care and Education: Forging the Link" grant.

Summarization of accomplishments were presented:

> Major barriers to Head Start/Child Care collaboration identified by the group are:
>
> 1. lack of a shared vision for an "Optimal Childhood Care and Education System" and,
> 2. lack of a unified system of regulations and standards.
>
> The **common ground** expressed by all was the **strong belief that all children have a right to quality care and education services no matter what kind of environment/setting they are in.**

Developed one guiding principle for regulations and standards.

Discussion about the differences between regulation, accreditation, and licensing.

Worked on definitions of key components of a quality child care and education system.

November 1, 1994

Vision statement as developed by a sub-committee was reviewed and revised.

Key components were reviewed and revised.

January 19, 1995

The final vision statement and key components were excepted.

The four questions were answered:

Q: How do existing regulations and standards interface with one another?
A: The Forging the Link grant will address this.

Q: How broad is our focus?
A: The ages of children that both Head Start /Prekindergarten and Child Care serve, ages 3-5.

Q: What does "Childhood Care and Education" mean? Is there a difference between "care" and "education?"
A: The group agreed with the following position:

"Care and education intersect in early education, so most provide care with an educational focus, and education with a nurturant aspect. The goal of both is to promote positive development, so perhaps the dilemma can be solved if the focus is on development. The field of professional practice might therefore be called early childhood development, and practitioners might be called developmentalists rather than caregivers or teachers." Karen VanderVen, NAEYC 1994

Q: How do we fit into the larger infrastructure of public schools, Children and Family Commissions, Oregon Child Care Commission, and other structures that effect the well-being of families?
A: We are the only group addressing Child Care/Head Start collaboration and we need to stay connected and involved with the larger infrastructure.

Outreach to the community was addressed with the following ideas generated:

1. Do a statewide survey to see what collaboration is now occurring.

2. Compile information about current collaborations and include with the minutes.

3. Develop a history and purpose paper.

4. Develop a presentation format that could be delivered by a team of Head Start, Child Care, and Home Provider representatives.

5. The presentation would start at the board levels of Associations, then taken to a general meeting format. Local groups could then initiate their own local agreements.

6. A possible agenda was developed for presentations with a deadline of April 30 for completion.

March 2, 1995

Dell mentioned that the Oregon Department of Education could no longer provide secretarial support for this work group. Karen Gorton agreed to take minutes and Pam Greenough agreed to mail minutes and notifications of meetings.

Developed a plan to do presentations about our work with early childhood professional organizations such as OACCD, OAEYC, OHSA, OCCR&R Network, PRO, etc.

Revisited the question of the broadness of focus and "decided that the Child Care/Head Start Collaboration Work Group would focus on families with children ages 0 through 5 years and child care and Head Start programs that serve those ages."

Manual materials to be used for presentation purposes were reviewed. Comments were accepted and draft materials were assigned to appropriate work group members for revisions. Revised materials will be reviewed at our next meeting.

May 16, 1995

Reports on the brown bag presentations at OACCD and OAEYC were given. Both were well attended. A great deal of interesting discussion occurred. The preliminary manual developed by our work group was distributed.

Discussed the need to reach out to various state and national organizations and community groups using the materials in our manual and suggested looking toward a statewide conference in the fall of 1996.

Reviewed manual materials and made more revisions and suggested additions.

July 27, 1995

Reviewed materials for manual on Child Care/Head Start Collaboration.

Set dates and presenters for presentations.

Discussed general plans for state conference for fall 1996.

August 1, 1995

Continued review of materials for the manual for presentation purposes. Dell proposed publishing it through the Head Start Collaboration grant.

Decided that the manual will be limited to focusing on child care (full day/year) and Head Start models. Preschool (half day/part year) collaborative models will not be included at this time but may be added at a future date.

Discussed the fact that there are few incentives to encourage collaboration. Incentive possibilities through Regional Head Start and Child Care Bureau were discussed. Work group members were assigned to follow-up on this.

Continued work on setting up dates and presenters for presentations.

September 12, 1995

Finalized materials for manual.

Finalized presentation dates and presenters.

Discussed general plan for 1996 conference. Conference date was set for November 16, 1996. Identified possible funding sources for conference and need for a budget. Dell volunteered to look into developing a conference budget based on other conference materials.

EVOLUTION OF CHILDHOOD CARE & EDUCATION
A HISTORIAL PERSPECTIVE OF STATE AND NATIONAL EVENTS

YEAR(S)	KEY EVENTS	NATIONAL EVENTS	STATE EVENTS
1880-1920	Growth of urban population	Establishment of settlement houses	
1930's	Depression	Child care provided for WPA participants	
1940's	WWII	1941 Lanham Act	1940's Child Care for Kaiser Shipyard workers
1960's	War on Poverty	1964 Head Start established 1960-70/emphasis on research & and development 1966 state training offices est. 1968 HS enhancements: parent-child centers Full Day HS/Child Family Resource prog.	
	Influx of women into workforce	1969 Westinghouse Study Title XX funding for child care established	
1970's	growth of women's movement	1971 Pres. Nixon vetoes Comprehensive Child Development Act, setting off turf arguments 92nd Congress considers10 key pieces of of legislation	1970 CSD formed, responsibility for day care licensing moved to state level 1971 Oregon received 4C grant 1971 First Governor's Conf. on Head Start 1972 Certification based on fed. requirements 1973 State 4C and 15 locals established
		1975 Child & Family Services Act vetoed by Pres. Ford	

YEAR(S)	KEY EVENTS	NATIONAL EVENTS	STATE EVENTS
		CWLA credits Democratic platform under Carter for shift from social service & Welfare reform functions to education	
		CC Act of 1979 not enacted into law	
		Federal shift in emphasis to education, away from poverty focus	
	HS revisions continue	1970 parent decision making	
		1972 mainstream of children with disabilities	
		1972 parent education established	
		1972 CDA established	
		1973 performance standards set	
		1975 bilingual/bicultural curriculum	
		1978 funding for Migrant and Indian HS	1978 Loss of funding for 4-C's
1980's	privatisation of Reagan Administration	1981 Increases in Dep. Care Tax Credit and DCAP 's	1981 Family Day Care certification dropped
		1982 Full Day HS and Family & Child Resource Centers defunded	1984-85 NW Area Foundation funds OCCEA Project
		1981 Cuts in CETA and Title XX	1985 Commission for Child Care (CCC) created
		Initiatives fail because of controversial sponsorship question	1986 Child Care Summit
			1987 OAEYC & CCC start Legislative Alerts
			1987 I& R grants
			1987 Child Care Coordinator position
		1987 Act for Better Child Care introduced for first time	1987 OPP/TFC established & funded/expanded each biennium until 1993
			1988 Children's Agenda
		DCBG : I&R and School age care	1989 SB 1080 - CCR&R
			1989 Great Start funded
		1988 Family Support Act passed with child care provisions	1989 Mervyn's Family to Family Initiative
		1989 Act for Better Child Care (SB 5)	1989 OCCI receives Ford Foundation grant

YEAR(S)	KEY EVENTS	FEDERAL EVENTS	STATE EVENTS
1990's		1989 Over 100 bills before 101st Congress 1989 Early Childhood Education & Devel. Act (HR 3) introduced 1990 CCDBG passed 1991 HS Collaboration Project 1991 Child Care Improvement Grant 1990 At-Risk Child Care funds 1990 Head Start Expansion passed	1991 State CCDBG plan created 1991 HS Collaboration Project 1991 OAEYC Full Cost of Quality Initiative 1991 Education Reform 1992 Readiness to Learn Benchmark 1992 Career Development Plan 1993 CC Division formed 1993 Child Care Benchmarks 1993 Office of Career Development staffed 1993 CYSC becomes Commission for Children and Families 1993 Child Care/Head Start Collaboration work group formed 1994 EQUIP Grant 1994 Forging the Link Grant 1994 Family Child Care registration required 1995 First BY Five Initiative

THIS SUMMARY WAS DEVELOPED BY THE CHILD CARE DIVISION AND THE HEADSTART COLLABORATION PROJECT WITH INPUT FROM THE WORK GROUP ON HEADSTART AND CHILD CARE PARTNERSHIPS, OCTOBER 1993

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3. OREGON'S CHILDHOOD CARE AND EDUCATION SYSTEM

(State Child Care/Head Start Work Group)

VISION

In Oregon, childhood care and education is a system that empowers families and nurtures children through high quality, diverse, and comprehensive services.

KEY COMPONENTS

Comprehensive Service to Families

Services meet the diverse needs of families by providing them access to the following integrated services:

- parent involvement;
- family support;
- child care and education;
- health, nutrition, social and mental health services

Equal Access

There is equitable access to services for families, regardless of income, age, physical or mental ability, race, ethnicity, sexual orientation or location.

Compensation

Compensation includes an equitable salary, benefits and working conditions for all childhood care and education personnel.

Staff Qualifications and Development

All people who work with children meet established qualifications based on their level of responsibility. Staff participate in ongoing professional training that meets their individual needs.

Quality Assurance

There is a system of regulation and standards that promotes the positive growth and development of children. All programs that provide services to children outside their own family address health, safety and environmental requirements, and developmentally appropriate practices. There is an effective system of monitoring and

enforcement which supports compliance. There is a voluntary accreditation system. Incentives and resources are made available tin order to achieve a higher standard of care and education.

Programming

All programs ensure quality experiences and environments for children and adults through practices which are developmentally, culturally and linguistically appropriate. During transition between and within programs, continuity for children and families is achieved by offering opportunities for communication and collaboration.

Funding

The system is well funded by a combination of support from business, government, religious, social and philanthropic organizations, and parents.

Parent Partnerships

Parents are actively engaged in decisions that effect the well being of their children and family. There is access to information that supports positive parenting skills and furthers the growth and development of children.

4. MODELS OF COLLABORATION

- Head Start/Prekindergarten Child Care Service Delivery Models
- Early Head Start/Child Care Service Delivery Models

OREGON HEAD START COLLABORATION PROJECT

Special Report

HEAD START/PREKINDERGARTEN CHILD CARE SERVICE DELIVERY MODELS

Prepared by

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This report is a result of the Oregon Head Start Collaboration Project's priority area of Head Start Child Care collaboration. Its purpose is to provide a description of the process used in Oregon to develop full day/year Head Start Child Care models, and to provide an analysis and description of these models in order to provide programs with tools to determine feasibility and enable replication within Oregon and nationally. The models were developed by the Head Start Collaboration Project and local Head Start/Oregon Prekindergarten programs. The Blended-Funding Models were piloted by three local Head Start/Oregon Prekindergarten programs using the newly developed seam-less child care system. The additional models described in this paper are examples of unique service delivery models that build on existing community resources such as child care centers, home providers, and private employers.

Although the models were developed with state Oregon Prekindergarten funds, all models adhere to federal Head Start Performance Standards and eligibility requirements. The models, therefore, lend themselves well for replication using federal Head Start funds. Because Oregon Prekindergarten and federal Head Start are identical programs, the terms Oregon Prekindergarten and Head Start are synonomous. For ease of reading and clarity, the term "Head Start/PreK" (HS/PK) is used in reference to federal Head Start and the state-funded Oregon Prekindergarten Program.

Introduction

Although Head Start/PreK and Child Care have the shared purpose of providing child development services, the primary difference is the method and purpose of funding. Head Start/PreK funding is designed to deliver comprehensive child development and family services. Program schedules and class time is seldom sufficient to meet the full day/year needs of working parents. Head Start is organized around the child's need for comprehensive child and family services. Children in Head Start/PreK are provided service regardless of the parent's work, school, or training schedule. Grant funds are

provided up front, and support local program designs. Program design decisions are made at the local level by the parent Policy Council and grantee board.

On the other hand, funding for Child Care is organized around the parents need for child development services while they work. Child care reimbursement funding follows the work, training, or school schedule of the parent causing children to be in and out of care depending on the parent's schedule. Child Care funding is not sufficient to pay for comprehensive child and family services.

Head Start/PreK and Child Care collaboration efforts to develop service delivery models for parents who are in training, working, or going to school, seeks to blend the needs of children for consistant care and education regardless of the parents schedule, with the parent's need for child development services while they work. The concept is simple. Meeting the full cost of quality by blending Head Start/PreK and Child Care funding has been difficult. The challenge is to develop workable models that match the cost to the concept.

Background

Four major developments occurred in Oregon which connected systems with historically opposing perspectives, laid the foundation for collaboration, and influenced the overall early childhood direction of the state in significant ways:

- In 1987, the state-funded Oregon Prekindergarten Program replicated the successful federal Head Start program by adopting Head Start Performance Standards and eligibility requirements into law, and began operation under the administration of the Oregon Department of Education.

- During theJanuary-June1991 legislative session, education reform language directed toward public schools, kindergarten through grade three, is made consistant with Head Start standards, philosphy, goals, and early childhood "best practices."

- In February 1991, Oregon became one of twelve states to recieve a Head Start Collaboration Project. The Governor designated the Oregon Department of Education to administer the grant. Major priorities of the grant are Head Start collaboration with state-funded Prekindergarten, Public School, and Child Care.

- In 1991, Oregon received Child Care Development Block Grant funds. A state-wide participatory planning strategy resulted in the development of a seamless child care system. Child Care Resource and Referral (CCRR) agencies, Adult and Family Services (AFS), and Head Start/PreK (HSPK) programs were partners in this participatory process. Through the Collaboration Project, three Head Start/ PreK programs became pilots to test the newly established seamless child care system for creation of full day/year Head Start/Prek Child Care models.

"Wraparound" Child Care And The Blended-Funding Model

The major thrust for the development of the Blended-Funding Model is the Head Start Collaboration Project's priority area as established by the national Head Start Bureau: to develop full day/year models using multiple funding streams that address the needs of eligible working and student Head Start families. With this thrust came the term "wraparound child care" which defines a model that provides Head Start classroom education services and funding in the morning, and "wraps around" child care services and funding before Head Start in the early morning and after Head Start in the afternoon. The "wraparound" concept was discarded as a viable model in Oregon for the following reasons:

- The "wraparound" model does not lend itself to providing continuity of care and education or consistency of staff for the child because it requires two sets of staff.

- This is due to the funding differences between Child Care and Head Start/PreK which do not allow salaries and fringe benefits to be paid at the same rate for the same work. In Oregon, the Head Start/PreK cost per child/family is considerably higher than the child care reimbursement rate. This means that the morning Head Start/PreK staff would receive higher pay than the early morning and afternoon child care staff with both staffs doing comparable work.

- The "wraparound" model does not generate enough money to fund the full cost of a quality full day/year comprehensive model because the part-day child care reimbursement rate does not cover the full cost of care and education services.

- The "wraparound" model was conceived with Head Start/PreK's five day per week Center-Based Model in mind. The Combination Model, used by most Oregon programs, does not lend itself well to the "wraparound" concept because children are not in Head Start/PreK classes five days per week which allows the afternoon and early morning "wrap" to create a full day/week of service. The Combination Model provides a half day preschool classroom three times per week, and two home visits with parents twice a month (or some combination of this) for eight and one half to nine months. The purpose of the Head Start/PreK classes in the Combination Model are to provide a positive socialization and educational experience for the child as an adjunct to the parent home visits and other family services. In this case, Head Start/PreK class time does not meet the full day or summer needs of working parents.

Because of all the above reasons, the partners for the seamless system (CCRR, AFS, HS/PK) took another approach to creating full day/year models. Following are the steps taken:

1. Developed a set of principles that define quality and used them as guidelines in developing models. Following are the principles:

   - continuity of care and education for the child throughout the day,
   - consistency of staff for the child throughout the day,
   - comprehensive services as outlined in Head Start/PreK Performance Standards, and
   - comparable salary and fringe benefits for comparable work for all staff including contractual and delegate arrangements.

2. Developed a budget that figured the full cost of a quality full day/year comprehensive model using the principles as guidelines. The current salary and fringe benefit rates of Head Start/PreK were used for all staff positions to fund the full day/year.

3. Worked to make improvements in the current child care system resulting in the "Integrated Child Care Program" which includes Title IV-A Child Care, Transitional Child Care, and At-Risk Child Care funds, along with Child Care Development Block Grant funds, to create a seamless system for parents. The improved state-wide child care system allowed Head Start/PreK to seriously consider using the child care system as an adjunct to Head Start/PreK funding to create full day/year models.

4. Developed a funding rationale to provide Head Start/PreK and Child Care services parallel with one another for the full day/year in order to generate enough money to fund the full cost of quality using the principles. Budgeting for the full cost of quality demonstated that the full day child care reimbursement rate, plus the part day/year Head Start/PreK rate was needed to fully fund a full day/year comprehensive program model. The "wraparound" concept which provides child care funds for only part of the day did not generate enough funds to cover the full cost of care and education. Funders agreed that they were purchasing different services in the full day/year Head Start/PreK Child Care model. Head Start/PreK agreed to pay for the Head Start/PreK comprehensive child and family services for the full day/year, and Child Care agreed to pay for the child care services for the full day/year for those parents who qualify for maximum child care subsidy. In this case, Head Start/PreK's part-day/year rate is spread out on a full day/year basis and blended with child care reimbursement for the full day/year. Thus, the Blended-Funding Model was born.

Blended-Funding Model

The Blended Funding Model was piloted by three Head Start/Prek programs using the newly developed "Integrated Child Care Program." Two pilots used a "self-contained" approach where the Head Start/PreK program provides all comprehensive child development and family services directly. These programs operate five full days per week for a full year, and provide one home visit per month.

One pilot used a "joint venture" approach where the education component is contracted/delegated to an existing child care center, and all other comprehensive family services are provided directly by Head Start/PreK. This program operates five full days per week for a full year, and provides three home visits per year by classroom teachers. Both approaches require separate budgets and tracking for child care and Head Start/PreK services.

The "self-contained" approach develops a full day/year child care budget that meets child care licensing requirements and reflects items that can be covered using only child care reimbursement funds. Full day/year Head Start/PreK grant funding is then "wrapped around" the child care budget. For example, a child care teacher is paid at the Head Start/PreK assistant teacher level because that is all child care funding allows. Therefore, all assistant teachers were paid out of child care funding, and all teachers were paid out of Head Start/PreK funding. The blending of funding in this way allows for the creation of a full-day/year comprehensive model that provides continuity of staffing and service delivery.

The "joint venture" approach contracts/delegates the education component to a community child care center, and provides all other comprehensive services directly by Head Start/PreK. The child care center recieves the child care reimbursement and parent fees directly, plus the contracted amount of $2,000.00 per child/year from the Head Start/PreK program to provide all Head Start/PreK Education Component Performance Standards. Head Start/PreK employees one half time Family Worker for this program.

Benefits

- Adheres to all principles outlined as guidelines for program models.
- Works well for a limited profile of family: those low-income families who are consistently eligible for maximum child care subsidy, and are also eligible for Head Start/PreK.
- The "self contained" approach provides comparable salaries and fringe benefits for comparable work for all staff.

- The "joint venture" approach mixes Head Start/PreK and non-Head Start/PreK eligible children in one classroom. All children receive quality education services; Head Start/PreK eligible children and families receive comprehensive services.

- Other funding sources can be added to the blended child care and Head Start/PreK funds to create multiple funded full day/year models.

- Both approaches of the Blended-Funding Model can be used in collaboration with organizations who need or want full day/year child care and education programs as a partner, such as private employers, high school/college parenting and early childhood education programs, and JOBS programs. Parent Child Center Head Start programs who serve children ages 0-3 can blend their Head Start funds with Child Care funds to offer full day/year services to teen parents.

Challenges

- The "joint venture" approach works only when the contracted child care center already provides a program that is comparable to Head Start/PreK Education Performance Standards, and when the center already has a subsidy which allows the center to raise salaries and enhance services. Head Start/PreK can then contract with the child care center and provide additional subsidy for Head Start/PreK eligible children. The program that piloted this model contracts with a Community College Child Care Center where the center is receiving child care reimbursement, and, in addition, the college is subsidizing the center to enhance salary and fringe benefits for staff. The Community College Child Care Center also serves as a laboratory school for students enrolled in the Early Childhood Education program.

- While both approaches blend services and staffing, they also require separate budgets and tracking of Head Start/PreK and Child Care services.

- Neither approach addresses the needs of families who need less than full time child care such as students, part-time workers, off-hour workers, and JOBS clients. Child Care Development Block Grant funds provide only limited child care reimbursement for students in a "capped" program.

- The state co-pay rises rapidly with income increases. A raise in salary may mean a much higher co-pay and the family may have to choose less expensive care.

- The "self-contained" model provides services only to Head Start/PreK eligible three and four year olds, and doesn't address the needs of siblings.

- Both approaches assume parents will maintain job stability at full time year around in order to qualify for the full day child care reimbursement which is not a reality for many families served by Head Start/PreK.

Blended-Funding Model Replicated By Federal Head Start

The concepts of the Blended-Funding Model which were piloted with state-funded Oregon Prekindergarten funds were taken to the federal Head Start Regional office for replication consideration. While the Blended-Funding Model does meet the needs of full-time working Head Start eligible parents, it does not meet the needs of Head Start parents for whom payment is authorized for less than full time care such as students, JOBS clients, part-time and off-hour workers, parents needing respite care, and parents looking for work.

Federal Head Start improved this model considerably when replicating it. They filled in the funding insufficiencies and gaps of the child care reimbursement system to allow all catagories of Head Start eligible families in need of child care to access the full-day/year comprehensive model. The Head Start grantee submits a budget to the Head Start Regional Office that reflects the full cost of a full day/year program with the child care reimbursement projected. Head Start funds the full cost, minus the child care reimbursement. The Child Care reimbursement is administered in the same manner as USDA reimbursement to Head Start. Child Care reimbursement is considered "program related income" which means that it must be used for program purposes and adhere to federal fiscal regulations.

Benefits

- Staffing, services, and funds are totally blended in this model. No separate budgets or tracking are required.
- All Head Start eligible families in need of child care can access the program.
- Adheres to all the principles outlined as guidelines for program models.
- Uses Head Start as the dollar of last resort, as required.
- Funding covers the parts of the state with lower child care reimbursement rates than the metropolitan area.

Challenges

- Head Start regulations prohibit parent co-pay which is a child care requirement in a multi-funded program model.
- It provides services only to eligible three and four year olds, and does not address the needs of siblings.

Blended-Funding Model: Self-Contained Approach With Other Funding and A High School Parenting Program

Blends Head Start/PreK, Child Care, state Child Development, and Child Care Development Block Grant funds to establish a Child Development Center in collaboration with a high school parenting program. The program provides part-day preschool for sixteen Head Start/PreK eligible three and four year olds and up to four community preschoolers ages two and one half to five who are eligible for scholarship funds or whose parents can pay for the program. Before and after elementary care is provided for school age children in kindergarten through fourth grade. Full day services for children two and one half to five years is available as space is available in the preschool program. High school students have one period a day for a child development class and another period each day where they are scheduled into the Child Development Center. Three to four students at a time are scheduled into the Center throughout the day. The state Child Development funds paid for the building; the school district owns the building and pays all utilities; CCDBG provides scholarship funds. Head Start/PreK pays the district for transportation, and purchases all supplies and materials for the Child Development Center.

Benefits and Challenges -- See Blended-Funding Model.

Family Home Provider Model

The Head Start/PreK program contracts with registered Family Home Providers for implementation of the Head Start/PreK Education Component Performance Standards, and does all other comprehensive family services directly. The Home Provider receives child care reimbursement and parent fees, plus $32.00 per week per eligible child from the Head Start/PreK program, and USDA reimbursement to provide food service for all children. The combination of these funding sources makes it possible to raise the Home Provider's salary to the level of Head Start/PreK staff.

Home Providers have access to the Head Start/PreK toy lending and resource library. An equipment lending library which has appropriate equipment for in-home programs such as tables that fold up and fit under the bed are available to Home Providers, and they are provided with consumable supplies.

The Head Start/PreK program provides a Family Child Care Trainer that does home visits to parents one time per month, site visits with Home Providers one time per week, and has a case load of 16 children/families and 4 to 5 Home Providers. The Family Child Care Trainer develops individual training plans with opportunities to obtain a Child Development Associate (CDA) certificate, and provides training for the Home Providers during their weekly on-site monitoring visits. Additionally, Home Providers are provided formal training for two hours, one time per month with pay while Head Start/PreK provides center-based child care for children of the Home

Providers. The Family Child Care Trainer is responsible for maintaining the child's file and doing all required screenings, assessments, education plans, and is on-call for emergencies.

Head Start/PreK provides a Family Advocate for the Family Services and Parent Involvement components that does home visits, monthly parent group meetings with Policy Council representation, and has a case load of 32 children/families.

Benefits

- Adheres to all principles outlined as guidelines for program models.
- Integrates Head Start/PreK eligible children with non-Head Start/PreK children in the home.
- Siblings of Head Start/PreK eligible three and four year olds can be provided service at the same home location.
- Both Head Start/PreK eligible and other children in the home are provided quality education services in small group settings that blends multiple ages.
- Head Start/PreK eligible children and families are provided comprehensive services.
- Home Providers are provided training and the opportunity to pursue a Child Development Associate Certificate (CDA).
- Home Providers are provided enhanced salaries and are recognized as professionals.
- Builds on existing community Home Providers and improves the quality of child care in the community.
- Offers another program model for children and families.
- Provides flexible extended day scheduling that meets the needs of parents who are working full time and irregular hours, or attending school or training programs.

Challenges

- More expensive liability insurance costs because of the off site location where providers are alone with children; must include child abuse coverage.
- Smoking by family members and friends in the home may be a problem that will need to be addressed in the contract.
- Planning for when the Provider's own children are sick, and when the Provider is sick or has emergencies.
- Criminal records checks on Provider, spouses, older children in the home.
- State regulations and requirements for contractor versus employee status for Home Providers will need to be researched.

Community Preschool/Child Care Model

Eligible children are placed in community child care and preschool programs. Head Start/PreK pays for the cost of tuition for each child's placement. Additionally, Head Start/PreK hires Family Specialists who work with each family, and Preschool Specialists who work with the community placement sites.

The Family Specialist discusses with the family their early childhood care and education needs, helping the family to enroll its child or children in a local early childhood program for the number of hours and days that meet their needs. The "Early Childhood Environment Rating Scale" by Thelma Harms and Richard M. Clifford is used to evaluate placement sites. This tool is used to develop a list of community placements from which parents can choose.

The Family Specialist provides home visits to the family on a regular basis and is responsible for ensuring that all comprehensive Head Start/PreK Performance Standards are met for the child and family. The frequency of these visits is determined by the needs of the family and the amount of classroom education services the child receives. The combination of classroom and home visit time must meet minimum contact time requirements per program year, over a minimum of 32 weeks of direct service.

Family Specialists work with enrolled families throughout the county, and are assigned to different geographic areas with case loads of twenty to twenty-five children and families. Included in their assigned caseloads are children funded by both Head Start/PreK and Early Childhood Special Education. Of the total number of children served by the program, approximately 25% are funded by Head Start/PreK.

Preschool Specialists work with the community preschools and child care center placement sites. The Preschool Specialists provide the community placement sites with orientation, training, and monitoring to ensure that education services meet Head Start/PreK Performance Standards. Additionally, the program offers two hour training sessions each month for preschool and child care staff, and hold monthly meetings for Child Care Center/Preschool Directors that focus on networking and presentations on topics of interest.

Another Specialist provides both consultation for and direct services to migrant children and their families, and is funded through Migrant Education.

Parents meet monthly, based on their geographic area; the equivalent to a Center Committee meeting. Policy Council is made up of parents elected from each of these geographic area groups. Parents are also encouraged to participate in activities and as volunteers in the preschool/child care site where their child/children are enrolled.

Benefits

- Integrates Head Start/PreK children with non-Head Start/PreK children in classrooms at locations close to home or work.
- Builds on existing community child care and preschool programs.
- All children in the community placement sites receive quality education services based on Head Start/PreK Performance Standards.
- Head Start/PreK children and families receive comprehensive services.
- Adheres to all principles except comparable salaries and fringe benefits for staff at the placement sites.
- Use of parental choice in selection of placement sites.
- Offers another program model for children and families.
- Tailors services to the individual needs of the family.
- Support from the Preschool Specialist helps increase the overall quality within the community placement sites for all children.

Challenges

- There is limited, if any, paid time available to the staff of the community placements to accomplish some of the Head Start/PreK requirements. Tuition rates provide limited, if any, extra time for preschool staff to do lesson or program planning, child observation notes, documentation, parent and Specialist conferences, or to attend training to develop their skills in early childhood education and parent involvement. RECOMMENDATION: Develop a plan to increase funding to the placement sites that will support added staff time to accomplish program requirements. Provide avenues for discussion with directors and staff on the benefits of planning, conferencing, and training to motivate community sites to incorporate these activities in their programs.

- Does not address the issue of comparable salary and fringe benefits for staff in placement sites which relates to quality in terms of staff retention and continuity of care for children.

- Placements of less than ten children per site make it difficult to affect the overall quality of the preschool or child care center.

- Placement sites are at all levels of "quality."

Private Business Model

J.R. Simplot Company: a potato processing facility

Blends Head Start/PreK and Child Care funds in collaboration with a private business. The private business provides the building, maintenance, and some equipment. The Head Start/PreK program gives eligible private business employees first priority for enrollment.

Monrovia Nursery: a commercial plant and tree grower,employs primarily Hispanic families

Blends Head Start/PreK and Private Business funds with parent fees. The program is operated by the Head Start/PreK program and provides services for the employees of the Private Business. The private business provides the building by remodeling a house costing about $100,000 to accomadate up to 35 children ages two and one half through ten years. Parent fees of $125.00/month are paid to the Private Business. The Private Business pays the Head Start/PreK program a monthly advance based on itemized cost statements provided by the Head Start/PreK program to subsidize children who are not eligible for Head Start/PreK and for non-Head Start/PreK hours of eligible children. Parents who work for the Private Business are paid to take a break from their regular jobs to work as child care aides for one month at a time. During

this time, they are provided with positive child guidance techniques and parenting skills, health education, and information about community resources. The hours of operation correspond to the hours employees work which includes Saturdays.

Benefits

- Adheres to all principles outlined as guidelines for program models.
- Combines Head Start/PreK and non-Head Start/PreK eligible children in one classroom/center.
- All children get quality education services; Head Start/PreK eligible children and families get comprehensive services.
- Parents of Head Start/PreK and non-Head Start/PreK eligible children receive parenting, early childhood education, and social service information/training.
- Monrovia Nursery -- Adding Private Business resources provides sufficient funding to create flexible scheduling of child care and education services that meet the needs of parents who are working full or part time and irregular hours, and Saturdays.
- Provides quality child care and education, and parenting services for Private Business employees.

Challenges

- The parent fee may be to high for some parents who may need to choose less expensive care.
- Does not address the needs of working parents who need infant/toddler care.

PROGRAM RESOURCES AND CONTACT PEOPLE

Blended-Funding Model: Self-Contained

Clackamas County Children's Center *
16491 Springwater Road
Oregon City, OR 97045
PH: 631-8035 FAX: 631-8038
Director: Tom Klein

Children's Learning Center *
108 SW "D" St.
Madras, OR 97741
PH: 475-3628 FAX: 475-7868
Director: Pat Neff

Early Steps
Mt. Hood Comm. College
Head Start
10100 NE Prescott
Portland, OR 97220
Ph: (503) 256-3436
Director: Susan Brady

Blended-Funding Model: Self-Contained Approach with Other Funding and a High School Parenting Program

Washington County Community Action Organization/Head Start
451 South First Avenue, Suite 700
Hillsboro, OR 97123
PH: 648-6646 FAX 648-4175
Director: Cathy Wise

Blended-Funding Model: Joint Venture

Mt. Hood Community College Head Start
10100 NE Prescott
Portland, OR 97220
PH: 256-3436
Director: Susan Brady

Mt. Hood Community College
Child Development Center
26000 SE Stark
Gresham, OR 97030
PH: 669-6916/7200
Coordinator: Pam Greenough

Family Home Provider Model

Lane County Head Start **
221 "B" St., #A
Springfield, OR 97477-4522
PH: 747-2425 FAX: 747-6648
Director: Annie Soto

South Coast Head Start **
P. O. Box 929
964 Newport
Coos Bay, OR 97420-0209
PH: 267-0798 FAX: 267-3217
1-800-628-9629
Family Sv. Coord: Chris Bass

Community Preschool/Child Care Model

Clackamas ESD Prekindergarten
P.O. Box 216
Marylhurst Campus
Marylhurst, OR 97036-0216
PH: 635-0545 FAX: 635-0578
Director: Janet Dougherty-Smith

Private Employer Model

J.R. Simplot Company
Umatilla-Morrow County Head Start, Inc.
721 SE Third, Room 108
Pendleton, OR 97801
PH: 278-0770 FAX 276-5770
Director: Cathy Wamsley

Monrovia Nursery **
Yamhill County Head Start
P. O. Box 621
McMinnville, OR 97128
PH: 472-0457 FAX: 472-5555
Director: Michael Eichman
Contact for model: Linette Studebaker

* These models are not currently operating due to changes in child care rules for reimbursement and child participation issues.

** These models are not currently operating due to issues unrelated to the model itself, therefore may be viable options for communities.

EARLY HEAD START/CHILD CARE SERVICE DELIVERY MODELS

FAMILY CHILD CARE HOMES

This is an excerpt from the Early Head Start grant for infants and toddlers called Mt. Hood Community College First Steps:

Beginning at enrollment all families, including pregnant women, receive information about quality child care and its role in the development of their child. Families enrolling in the First Steps Early Head Start program will sign a parent agreement stating that they will use high quality child care providers. When families begin school, employment or JOBS, First Steps assists with the transition to child care.

In collaboration with Metro Child Care Resource and Referral, First Steps Early Head Start will recruit and train family child care providers to provide care to the infants and toddlers as well as older siblings of the Early Head Start children. The Early Head Start program will fund a full time position at Metro in order to develop, train, monitor and support these family providers. Providers wishing to become Early Head Start child care providers must be registered in accordance with the State of Oregon statutes. After completing a plan of development with the Early Childhood Specialist from Metro, the provider may receive a grant of up to $1000 from the Resource Fund to improve the quality of care. These funds will be administered by Metro Resource and Referral and could be used to purchase liability insurance, fence outdoor space, buy equipment or pay for early childhood classes.

Particular effort will be made to recruit Spanish speaking families interested in providing child care. Recruitment efforts will be made in collaboration with El Programa Hispano, Provider Resource Organization (PRO) and Migrant Head Start.

Family Educators will continue to work with families as they make transitions to school, work or JOBS program. Each family will receive four visits per month by the Family Educator with a minimum of one visit per month at the family provider home and one at the child care provider. An individual plan for visits will be made to best serve the needs of the family. Visits will take place in the family's home as well as in the home of the child care provider. The Family Educator may complete assessments, make observations, or provide skill building activities with the child at the provider's home. In addition, the Family educator may problem solve or share information with the provider. The family will benefit from the consistency provided by these visits in that parent and caregiver can hear the same information and work on a consistent plan for the child. The child will see the familiar face of the Family Educator as he/she begins child care.

In addition, the Child Care Resource and Referral Specialist will visit each home monthly to provide training and technical assistance to the provider, observe and monitor the home and provide input to the Early Head Start staff. Family Educators and the Resource and Referral Specialist will meet regularly to exchange information and plan for the success of children and providers.

Contact Susan Brady: Mt. Hood Community College Head Start (503) 256-3436

SOUTHERN OREGON HEAD START -- EARLY HEAD START

One Early Head Start Center site will directly provide full and part-time childcare to 15 children age birth to three whose parents are working or in training programs. The other two sites will directly provide short-term childcare. Other full day and part day childcare needed by participating families will be brokered out to identified high quality childcare providers through collaboration and coordination with the Job Council Childcare Resource and Referral Network. (NOTE: The Job Council is the local JTPA. As a component to the Jobs Program, which seeks to move women from public assistance to work, the Job Council has found it necessary to become a matrix for childcare provision in order to meet this objective.)

The childcare provided by Early Head Start will serve as a model program to providers in both counties. As best practice standards will be implemented, this will provide a prime example of how good childcare programs are run. Training for childcare providers will be coordinated through both Rogue Community College's training program and Portland State University's Early Childhood Training Center.

The paucity of high childcare is an identified need for both Jackson and Josephine County and a goal area for Community Development in this proposal. Due to this critical need, we propose to build upon effort already underway to improve quality childcare in our communities through training, assessment and the provision of home visits to childcare providers in the community.

The Child Care Resource and Referral Network, a program administered through the Job Council, received a grant from the Josephine County Commission on Children and Families in 1993 to provide assessments and resources to home child care providers in that county in an effort to build quality childcare. This effort has been successful in assisting childcare providers to improve areas identified through the assessment as deficient, and to reach out to the Child Care Resource and Referral Network for assistance with problems and concerns. We plan to coordinate with the Child Care Resource and Referral Network to identify childcare providers who have evidence of high quality standards as a result of this project. They will constitute an initial list of brokered childcare providers which Josephine County Early Head Start parents will be referred to. Early Head Start Child and Family Development Supervisors will provide ongoing support to brokered childcare

providers through home visits to ensure continue quality of care. Through an inter-agency agreement with the Child Care Resource and Referral Network, Child and Family Development Supervisors can bring resources such as training videos and toys to lend to home care providers.

Currently the Child Care Resource and Referral Network would like to replicate this effort in Jackson County. Through a collaborative partnership with Early Head Start and the Child Care Resource and Referral Network, we can begin to plan and implement similar efforts in conducting assessments and distributing resources to home childcare providers as implements in Josephine County. Current discussion with the Jackson County Commission on Children and Families indicates that this is an area of priority for them as well. This collaborative capacity-building effort will be an important element in the planning and implementation phase of this grant.

Contact: Blair Johnson (503) 488-5763

TEEN PARENT EARLY HEAD START PROGRAM

Parent Child Services, Inc. of Portland, Oregon is coordinating an innovative, multi-site program addressing the needs of teenage parents and their children for comprehensive and integrated services. Combining Early Head Start services with educational and vocational training will enhance the optimum development of infants and toddlers, build strong, supportive family relationships, and increase teen parents' abilities to become economically, emotionally and socially self-sufficient. The program involves a consortium of agencies and schools already active in service and education for teen parents and their children.

The program will emphasize support and strengthening young families during the difficult transitional period they face with pregnancy and the complex challenges of learning to be effective and responsible parents, gaining marketable skills and education, and moving from adolescence into the roles and responsibilities of adulthood. Often they face these challenges in a family and cultural context that directly or indirectly pushes them toward failure.

The program will enroll pregnant and parenting teens through early identification at involved schools and job training centers. Individualized case management plans will be developed for each family based on needs of the child and the teen parents. Comprehensive full-day child care for infants and toddlers will be provided at three Portland Public Schools and two job training sites in cooperation with Oregon Adult and Family Services, Child Care Development Block Grant and Multnomah County. In addition, support groups incorporating the topics of parenting skills, literacy, parenting in recovery and families with special needs will be provided.

Two unique features of this project will be a close linkage and integration of Early head Start parenting education with classroom learning within the school programs made possible by Oregon's landmark education reform efforts. Early Head Start staff and Portland Public School teachers will work toward helping teen parents develop a parenting portfolio that will demonstrate their competence in all academic areas while relating the areas to their new roles as parents.

A second unique feature will address the high drop-out rate for teen parents through provision of intensive home visits during the identified critical transition periods before and after the birth of the child. These home visits will target attachment of the parent and child and help the parent to reconnect to a school setting.

Contact: Maureen Moreland (503) 284-6267)

5. FORMING A CHILD CARE/HEAD START WORK GROUP IN YOUR COMMUNITY

PARTICIPANTS

Unfortunately, Child Care and Head Start, as different components of the overall system of childhood care and education, have historically been separated. In some communities, the two have been seen as having different interests and different values. In order to overcome the barriers, it is important to build a group of individuals who are committed to working honestly and tenaciously to working collaboratively on behalf of all children and families in the community. In order to accomplish this, we recommend forming a work group made up of equal numbers of representatives from Head Start programs and child care programs (including family child care). It is also important to include people from the community who do not identify as neither Head Start or child care (for example, Child Care Resource & Referral, Commission on Children and Families, League of Women Voters, parents, etc.) The group should be formed first on the basis of the individual commitment to addressing the very real differences that exist between the programs and overcoming them. If your child care certifier cannot participate in all the meetings, make sure that she/he is informed of what you are doing and invited to share information about licensing standards. The working group should also be convened by either a neutral party (OAEYC chapter, for example) or jointly convened (say by the Head Start program and OACCD chapter) in order to make sure everyone's issues are on the agenda.

You will find in this packet a chronology of the state level Child Care/Head Start Work Group. It gives you an idea of who our work progressed. You will also find proposed formats for two "kick off" meetings. The shorter version is designed for presentation to community groups that you would like to get involved in the effort. The longer version would serve well as the first session for the working group.

Whatever your initial invitation list looks like, made sure at each meeting that you assess whether the original balance has been maintained. If you have more representatives from one area, make specific steps to restore the balance. If people have to discontinue participation, have someone who brings a similar "voice" take their place. We found that the only way to continue dialogue and learning was to make sure we didn't become one-sided.

If you have new people coming in mid-process, have a more seasoned member of the group meet with them before the next meeting to fill them in on progress to date. The group can get bogged down if you don't keep the process moving, yet it is important to have everyone up to speed.

The State Child Care/Head Start Work Group is available to help you get a working group going in your community. Members names are on the membership list in the packet.

SUGGESTED FACILITATOR'S AGENDA FOR COMMUNITY MEETINGS

Purpose

To facilitate local, regional and state collaborations between child care, Head Start and Oregon Prekindergarten Programs in order to build a common vision of Oregon's Childhood Care and Education System.

Agenda Total Time: Two-Three Hours

1. Introduction of participants (20-30 minutes)
   Have each participant introduce themselves, their current involvement/employment and a brief overview of their past involvement in childhood care and education.
2. History and purpose of this effort (20 minutes)
   Explain that this meeting is part of a statewide effort to inform people of the work of the Child Care/Head Start Collaboration Work Group and to promote participation on a local level. Important to include a brief discussion on coordination, cooperation and collaboration.

   Handouts: History and Purpose of Work Group
   History of Child Care Policy

3. Vision and key components discussion (20-30 minutes)
   Briefly review the state Work Group's vision statement and how it came about. Discuss how this vision relates to the local community's vision. Similarities? Differences?
4. Identify local community's strengths and collaborations (25-30 minutes)
   Brainstorm the benefits of coordination, cooperation, and/or collaboration within own community or program. Describe any models that currently exist.
5. Identify challenges to collaboration (25 minutes)
   Brainstorm the various challenges that prevent collaboration in the local community.
6. Develop strategies to overcoming challenges (20 minutes)
   In developing strategies for future work, the group could proceed by either further developing one or two key components from the state work group's vision statement or by developing strategies to work through one or two identified local community barriers. Focus should be placed on building on the strengths of the community.
7. Plan next steps (15-25 minutes)
   Ask group, or groups if group was broken down into specific regions, to complete the attached action plan. If there is not sufficient time to complete this task, ask each participant to put down at least one activity they will do as a follow up to this workshop.

SUGGESTED FACILITATOR'S OUTLINE FOR SHORT PRESENTATIONS

Purpose

To facilitate local, regional and state collaborations between child care, Head Start and Oregon Prekindergarten Programs in order to build a common vision of Oregon's Childhood Care and Education System.

Outline

1. History and Purpose of this effort (5 minutes)
   Explain that this meeting is part of a statewide effort to inform people of the work of the Child Care/Head Start Collaboration working group and to promote participation on a local level.

   Handouts: **History and Purpose of Working Group**
   History of Child Care Policy

2. Vision and Key Components of the system (5 minutes)

   Handout: **Vision and Key Components of Childhood Care and Education System**

3. Identifying collaborative efforts/Briefing on Collaborative Models (10 minutes)
   Overview of current knowledge about collaboration between child care/Head Start and Oregon Prekindergarten Programs.

   Handout: **Child Care/Head Start Service Delivery Models**

4. Summary and Follow-Up (15 minutes)
   The group should identify in what ways they wish to follow-up on this meeting, what action steps will be taken by whom and what comments/feedback do they wish to send to the State Child Care/Head Start Work Group.

6. TOOLS AND RESOURCES

- "Cooperation, Coordination, Collaboration"
- Child Care/Head Start Action Plan
- Feedback Form for State Child Care/Head Start Work Group
- Childhood Care and Education in State Government
- Contacts for Oregon Childhood Care and Education
- Child Care/Head Start Collaboration Resource People

	Cooperation*	Coordination	Collaboration
Key Relationships and Work	Shorter-term informal relations that exist without any clearly defined mission, structure, or planning effort characterize cooperation. Cooperative partners share information only about the subject at hand. Each organization retains authority and keeps resources separate so virtually no risk exists.	More formal relationships and understanding of missions distinguish coordination. People involved in a coordinative effort focus their longer-term interaction around a specific effort or program. Coordination requires some planning and division of roles and opens communication channels between organizations. While authority still rests with individual organizations, everyone's risk increases. Power can be an issue. Resources are made available to participants and rewards are shared.	A more durable and pervasive relationship marks collaboration. Participants bring separate organizations into a new structure with full commitment to a common mission. Such relationships require comprehensive planning and well-defined communication channels operating on all levels. The collaborative structure determines authority, and risk is much greater because each partner contributes its resources and reputation. Power is an issue and can be unequal. Partners pool or jointly secure the resources, and share the results and rewards.
Examples	One group of Southeast Asian Mutual Assistance Associations meets each month to exchange information on service approaches. They update each other on the latest techniques, on pending changes in legislation, and on which funders are likely to support their program types.	The Council of Agency Executives meets monthly to help the United Way plan for human service delivery. This often requires more than the exchange of information because the participants must work out philosophical differences and agree on a range of plans. But they do not share the vision of a larger purpose.	A group of Hispanic organizations comes together to address the need for job development and job training. They are looking at long-term plans to develop businesses that will provide jobs. They will involve government training services (to help secure grants and provide job training) and post-secondary institutions (for academic and vocational education).
Intensity (risk, time needed, opportunity)	**lower intensity** ⟶		**higher intensity**

** Different authors use cooperation and coordination interchangeably. This book follows the work of Sharon Kagan, in defining the least intense level as cooperation. Used with permission from Sharon L. Kagan,* United We Stand: Collaboration for Child Care and Early Education Services. *(New York: Teachers College Press, copyright 1991 by Teachers College, Columbia University. All rights reserved.), pp. 1-3.*

From *Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey* by Michael Winer and Karen Ray. Copyright 1994. Reprinted by permission from the Amherst H. Wilder Foundation.

CHILD CARE/HEAD START
ACTION PLAN

VISION STATEMENT: _____

_____

_____

REGION/GEOGRAPHIC AREA: _____

TEAM CONTACTS

CONTACT PERSON:

NAME: _____ ORGANIZATION: _____

ADDRESS: _____

PHONE NUMBER: _____

GROUP MEMBERS:

NAME: _____ ORGANIZATION: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____ ORGANIZATION: _____

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Continued on Reverse

GROUP MEMBERS (continued):

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NAME: _____ ORGANIZATION: _____

ADDRESS: _____

PHONE NUMBER: _____

ACTION PLAN OUTLINE

LIST OF STRATEGIES (What will happen?)	ACTION (How will it happen?)	BENEFIT (What are positive outcomes?)	EVALUATION (How do you know when it's complete?)	ASSIGNED TO:	TIMELINE

ACTION PLAN OUTLINE (continued)

RESOURCES NEEDED	COST	ADDITIONAL COMMUNITY CONTACTS

FEEDBACK FORM
FOR
STATE CHILD CARE/HEAD START WORK GROUP

In developing state strategies on childhood care and education collaboration, the state work group would appreciate it if you would complete the following form and send it to:

Karen Gorton, Metro CCR&R, P. O. Box 16521, Portland, OR 97216
(If you have any questions, please call Karen at (503) 253-2091).

Region/Geographic Area:

Contact Person:

Name _____ **Organization** _____

Address _____ **Zip** _____

Phone Number _____

With what components of the Work Group's Vision Statement, did your group find similarities?

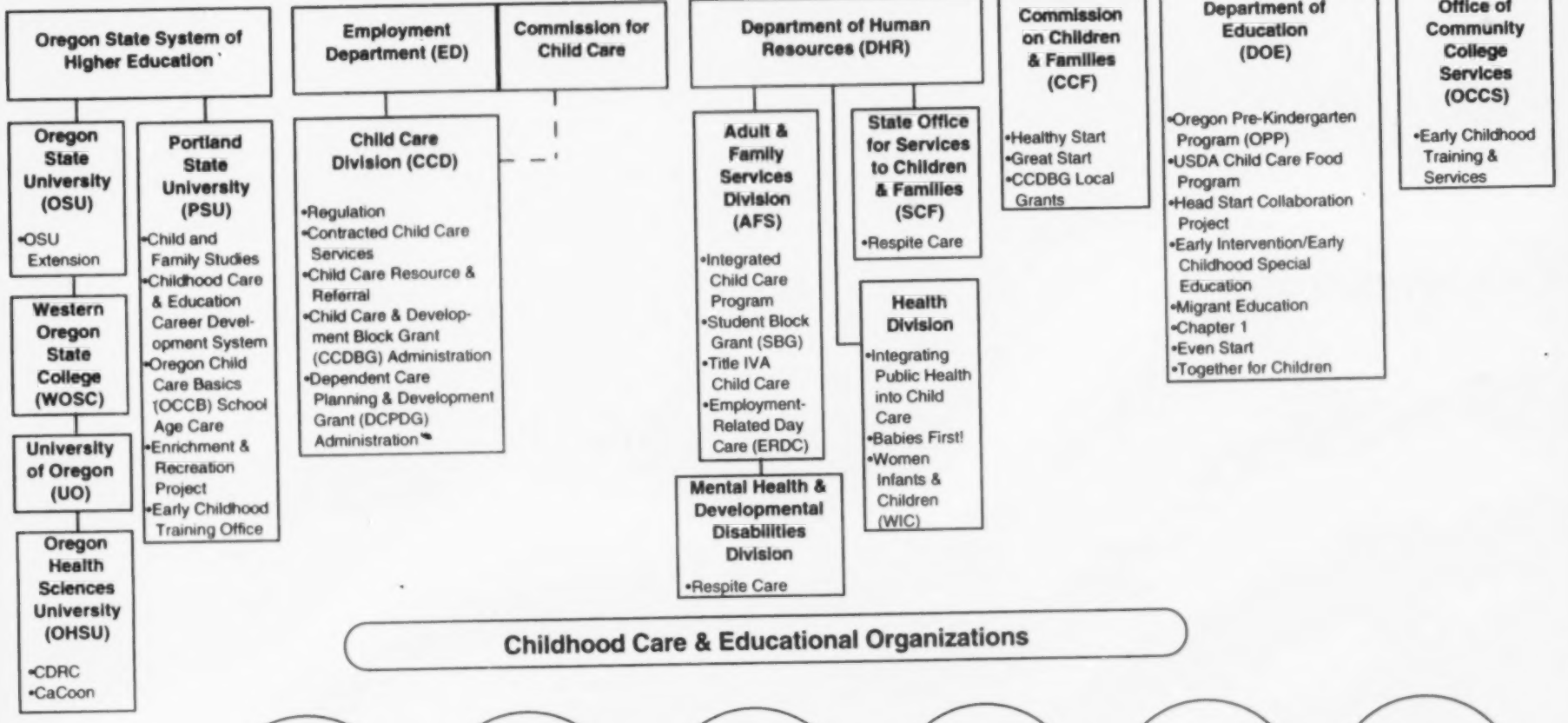
With what components of the Work Group's Vision Statement, did your group find differences?

How can the state Child Care/Head Start Collaboration Work Group be helpful to your group development?

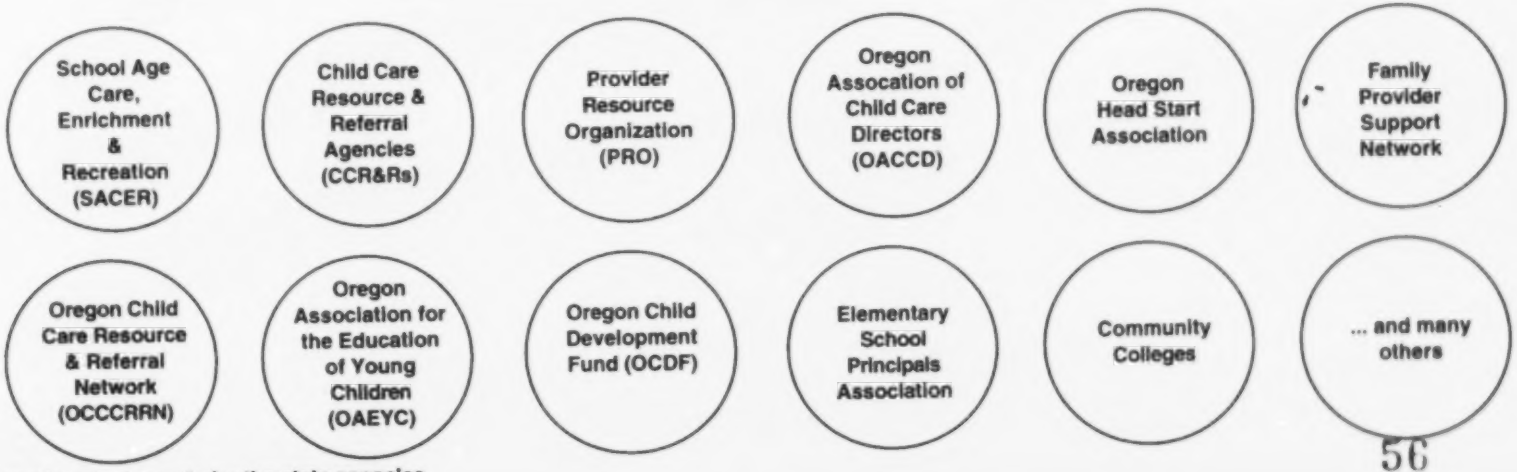
Short term -

Long term -

Childhood Care & Education in State Government


Oregon State System of Higher Education
Oregon State University (OSU)
•OSU Extension
Western Oregon State College (WOSC)
University of Oregon (UO)
Oregon Health Sciences University (OHSU)
•CDRC
•CaCoon
Portland State University (PSU)
•Child and Family Studies
•Childhood Care & Education Career Development System
•Oregon Child Care Basics (OCCB) School Age Care
•Enrichment & Recreation Project
•Early Childhood Training Office
Employment Department (ED)
Commission for Child Care
Child Care Division (CCD)
•Regulation
•Contracted Child Care Services
•Child Care Resource & Referral
•Child Care & Development Block Grant (CCDBG) Administration
•Dependent Care Planning & Development Grant (DCPDG) Administration
Department of Human Resources (DHR)
Adult & Family Services Division (AFS)
•Integrated Child Care Program
•Student Block Grant (SBG)
•Title IVA Child Care
•Employment-Related Day Care (ERDC)
Mental Health & Developmental Disabilities Division
•Respite Care
State Office for Services to Children & Families (SCF)
•Respite Care
Health Division
•Integrating Public Health into Child Care
•Babies First!
•Women Infants & Children (WIC)
Commission on Children & Families (CCF)
•Healthy Start
•Great Start
•CCDBG Local Grants
Department of Education (DOE)
•Oregon Pre-Kindergarten Program (OPP)
•USDA Child Care Food Program
•Head Start Collaboration Project
•Early Intervention/Early Childhood Special Education
•Migrant Education
•Chapter 1
•Even Start
•Together for Children
Office of Community College Services (OCCS)
•Early Childhood Training & Services

Childhood Care & Educational Organizations


School Age Care, Enrichment & Recreation (SACER)
Child Care Resource & Referral Agencies (CCR&Rs)
Provider Resource Organization (PRO)
Oregon Assocation of Child Care Directors (OACCD)
Oregon Head Start Association
Family Provider Support Network
Oregon Child Care Resource & Referral Network (OCCCRRN)
Oregon Association for the Education of Young Children (OAEYC)
Oregon Child Development Fund (OCDF)
Elementary School Principals Association
Community Colleges
... and many others

See other side for names of contact people for the state agencies.

9/18/95

CONTACTS FOR OREGON CHILDHOOD CARE AND EDUCATION
State Agencies:

State System of Higher Education Chancellor: Joseph Cox Contacts: Portland State University Carol Morgaine 725-8527 EC Training Office Kari Olmstead 725-4815 Oregon State University Sue Doescher 737-1021 Western Oregon State College University David Wright 838-8741 University of Oregon Karen Logvin 346-2962 Oregon Health Sciences University Kathy Denkin 494-8369	Department of Human Resources Director: Gary Weeks Contacts: Adult & Family Services Larry Shadbolt-945-6072 Mental Health & Developmental Disabilities Division Katherine Weit, Developmental Disabilities Council 945-9944 Office for Services to Children & Families Karen Eberhart 945-6661 Health Division Maureen Whitman 731-4674
Employment Department Acting Director: Roger Auerbach Contact: Child Care Division Janis Elliot, Administrator 373-7282 Commission for Child Care Marcia Martin, Executive Officer 378-3509	Department of Education Superintendent of Public Instruction: Norma Paulus Contact: Dell Ford Head Start Collaboration Project 378-5585 X 662
Commission on Children & Families Contact: Marian Smith 378-1283	Office of Community College Services Commissioner: Roger Bassett

Private Organizations

School Age Care Enrichment and Recreation Project Colleen Dyrud 378-5585	Family Provider Support Network JeannieSuihkonen 378-1596
Oregon Child Care Resource & Referral Network Debra Orman 375-2644	Oregon Association for the Education of Young Children Merrily Haas, Executive Secretary 692-1593
Provider Resource Organization Chris Kuran, President 640-3127	Oregon Child Development Fund Chris Tomlinson, Director 227-4288
Oregon Association of Child Care Directors Carol Mason 484-0107	Elementary School Principals Association Anita McClanahan 378-5585
Oregon Head Start Association Tom Klein 631-8035	

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Room 305 #4
Portland, OR. 97232
503-731-3386

Bobbie Weber
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Albany, OR 97321
503-917-4903

Early Childhood Education – Nurturing Oregon's Future

Vision: Oregon will provide comprehensive early childhood education for all children to grow in a safe, enriching and supportive environment so that they may develop to their fullest potential.

Early Childhood Education – A cornerstone of 21st Century Schools Reform

Oregon Department of Education
Salem, Oregon

21st CENTURY SCHOOLS Oregon

Child Care Division
Employment Department
Salem, Oregon

Oregon Child Care
Resource and Referral
Salem, Oregon

OREGON CHILD CARE RESOURCE AND REFERRAL N·E·T·W·O·R·K